

# MRS. SPIELMANN'S 2ND GRADE

## Lesson Plans for Week of Sept. 24-28, 2012

	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - Art	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	Oral & Silent Rdg: <b>Cats</b>
N	<u>Spelling: Long vowels - e, ea, ee</u>		<b>Ponies</b> ; Spelling/Rhyme Charts
D	Challenge words in dict. Sentence		Students will review information
A	<u>Phonics Charts-# 15-16 titled:</u>		on KWL; finish a story map;
Y	<b>Dogs; I've Got a Dog</b>		Genre study & Guided Rdg. Group
	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	Oral Language/ News Book		<b>Someone, Listen to Reading, Word</b>
	Character Education word:		<b>Works, Work on Writing</b>
	<b>Responsibility</b>		<b>CAFE components</b>
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Spelling/Charts
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: <b>Hamsters</b>
E	<u>Spelling:Long vowels - e, ee, ea</u>		<b>Puppy School</b> ; CAFE components
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<u>Phonics Chart - #15-16 Titled:</u>		characters; settings, sequence
A	<b>Dogs; I've Got a Dog</b>		events, predict author's message
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	Character Education word:		<b>Someone, Listen to Reading, Word</b>
	<b>Responsibility</b>		<b>Works, Work on Writing</b>
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
W	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	<b>Cats; Ponies; Spelling</b>
D	<u>Spelling:Long vowels - e, ee, ea</u>		Events, predict author's message
N	Challenge words in dict. Sentence		the narrative & intended audience
S	<u>Phonics Chart -#15-16 titled:</u>		Describe how setting is
D	<b>Dogs; I've Got a Dog</b>		conveyed & similarities. CAFE comp.
A	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
Y	Character Education word:		<b>Someone, Listen to Reading, Word</b>
	<b>Responsibility</b>		<b>Works and Work on Writing</b>
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library	<b>Hamsters; Puppy School; Spelling</b>
U	<u>Spelling-Long Vowels e, ea, ee</u>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<u>Phonics Chart # 15-16 Titled:</u>		the author's message of the story.
D	<b>Dogs; I've Got a Dog</b>		<b>Daily 5: Read to Self, Read to</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
Y	Character Education word:		<b>Works and Work on Writing</b>
	<b>Responsibility</b>		<b>and CAFE Components</b>
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - P.E.	<b>Cats; Ponies; Spelling/Rhyme Charts</b>
R	<u>Spelling: Long vowels - e, ee, ea</u>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #15-16 Titled:		complete, coherent sentences.
A	Dogs; I've Got a Dog		Daily 5 - Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Responsibility		and CAFE Components

#### CURRICULUM OBJECTIVES:

<u>Math Objective:</u> Students will learn how	about tables and graphs and various problem solving strategies.
<u>Shared Reading Objective:</u>	: Use appropriate listening skills, as well as identify complex and irregularly
<u>Spelling Objectives -</u>	Long vowels of e,ea,ee
<u>Oral Language Objective:</u> Practice Speaking and listening skills.	
<u>Science Objective:</u> Students will unde	learn all about how to care for the land
<u>SuccessMaker Objective:</u> Use targeted practice and interventions on the computer in reading and math for each stu	
<u>Guided Reading Objective:</u> Find author's message in a story; describe how setting is conveyed; review KWL chart	
<u>Explicit Oral Language Objective:</u> Oral	reading and discussion using poetry I
<u>Weekly Reader Objective:</u> students	will learn about nocturnal animals
<u>Social Studies -</u> Students will learn ab	about various land forms.

#### STATE STANDARDS:

<u>Reading Standards: Indicator 1-</u>	Students can recognize & analyze words; Indicator 2: Students can comprehend
<u>Writing Standards: Indicator 1:</u>	Students can apply the writing process to compose text.
<u>Listening and Viewing Standards: Indicator 1:</u>	Students are able to use various listening & viewing strategies in social
<u>Math Standards: Indicator 1:</u>	Use procedures to transform algebraic expressions.
<u>Science Standards: Indicator 1:</u>	Understand the nature and origin of scientific knowledge.
<u>Social Studies Standards: Indicator 1:</u>	Analyze U.S. historical eras to determine connections & cause/effect relationships
<u>Technology Standards: Indicator 1:</u>	Students recognize & demonstrate skills in operating technological systems.

#### COMMON CORE STANDARDS:

<u>Language Arts:</u>	Ask who, what, where, when, why, and how questions for understanding; discuss
<u>Mathematics:</u>	Work with surveys and tallies

#### COMMON CORE STANDARDS:

<b>Reading:</b> Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding
<b>Writing:</b> Write opinion pieces in which they introduce the topic or book they are writing about
<b>Speaking and Listening:</b> Participate in collaborative conversations with diverse partners about 2nd grade topics
<b>Language Arts</b> Participate in collaborative conversations with diverse partners about grade 2 topics
<b>Math Standards</b> Make sense of problems and work on tables and graphs and daily reasoning.
<b>Technology Standards:</b> Select from several teacher-selected internet sites to locate information.
<b>Social Studies Standards:</b> Analyze U.S. Historical eras to determine connections and cause and effect relationships
<b>Science Standards:</b> Make a timeline to indicate the life cycle of an insect. Use scientific thinking skills of observing.

<b>Poetry/Ch.Ed.</b> 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems various forms of poetry.	<b>Recess</b> 11:35-11:50	<b>Handwriting</b> 11:50-12:00	<b>Lunch</b> 12:05-12:35	<b>SSR Time/Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b> 12:55-1:15  Self-paced interactive courseware in  content areas of reading and math in computer lab
<b>Poetry/Ch.Ed.</b> 11:30-11:35  Read Aloud Poems with skill bldg. lessons Work on Character Education Word of the Month	<b>Recess</b> 11:35-11:50	<b>SSR Silent</b> Reading 11:50-12:00	<b>Lunch</b> 12:05-12:35	<b>SSR Time/Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b> 12:55-1:15  This program provides targeted practice and interventions in the computer lab.
<b>Poetry/Ch.Ed.</b> 11:30-11:35 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons	<b>Recess</b> 11:35-11:50	<b>SSR Silent</b> Reading 11:50-12:00	<b>Lunch</b> 12:05-12:35	<b>SSR Time/Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in computer lab
<b>Poetry/Ch.Ed.</b> 11:30-11:35 Explicit Oral Language on various current topics. Read Aloud Poems with skill <i>bldg. lessons</i>	<b>Recess</b> 11:35-11:50	<b>SSR Silent</b> Reading 11:50-12:00	<b>Lunch</b> 12:05-12:35	<b>SSR Time/Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b> 12:55-1:15  This program provides targeted practice and interventions in the computer
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current topics.					and math in computer lab
Character Education Activities					

spelled words.

idents level.

&; characters & plot

and familiar texts.

cial, academic, and occupational situations.

ships in reference to chronology.

tinguish long and short vowels

	<u>Char.Ed./</u>			
<u><b>Math</b></u> <u>1:15-2:00</u> Pg. 29-30 Students will be learning about tables and graphs and daily reasoning. Promethean Practice Enrich.4.1.5students will solve problems from words <b>Problem of the Day.</b> <b>Mad Minute Tests; CGI Problems</b> <b>Flash card drill of add. Facts</b> <b>Students will use algebra concepts to solve equations.</b>	<u><b>Poetry</b></u> <u>1:45-2:00</u> Oral reading and discuss. of explicit oral language using poetry books. Moral instructions for Charact. Education	<u><b>Recess</b></u> <u>2:00-2:15</u>	<u><b>Creat.Writ.</b></u> <u>2:15-2:30</u> Students will be composing various stories to enhance the import. of learning writing skills.	<u><b>RTI</b></u> <u>2:30-3:00</u> Students will learn how to look up topics in a glossary.
<u><b>Math</b></u> <u>1:15-2:00</u> Pg. 31-32. Student will be working with surveys. Practice Enrichment:Promethean 4.2 for reteach and practice. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.</b>	<u><b>Poetry</b></u> <u>1:45-2:00</u> Students will read and understand various forms of poetry. Char.Ed./	<u><b>Recess</b></u> <u>2:00-2:15</u>	<u><b>Creat.Writ.</b></u> <u>Students</u> will be composing various stories to enhance the import. of learning writing	<u><b>RTI</b></u> <u>2:30-3:00</u> Students will work on learning how to look up information in the encyclopedia for research.
<u><b>Math</b></u> <u>1:15-2:00</u> Pg.33-34. Students will be learning about daily reasoning 4.3 for reteach with practice. and problem solving. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems</b>	<u><b>Poetry</b></u> <u>1:45-2:00</u> Oral reading and discuss. of explicit oral language using poetry books. Char.Ed./	<u><b>Recess</b></u> <u>2:00-2:15</u>	<u><b>Creat.Writ.</b></u> <u>Students</u> will be composing various stories to enhance the import. of learning writing	<u><b>RTI</b></u> <u>2:30-3:00</u> Students will be learning parts <u>and performing</u> a Reader's Theater for the class.
<u><b>Math</b></u> <u>1:15-2:00</u> Pg. 35-36. Students will be working with number sense problem solving & daily reasoning 4.4- Enrichment. Promethean Problem of the Day. <b>Mad Minute Tests. CGI Problems</b> <b>Flash card drill of add. facts.</b> <b>Using problem solving skills</b>	<u><b>Poetry</b></u> <u>1:45-2:00</u> Students will read and understand various forms of poetry. Char.Ed./	<u><b>Recess</b></u> <u>2:00-2:15</u>	<u><b>Creat.Writ.</b></u> <u>Students</u> will be composing various stories to enhance the import. of learning writing	<u><b>RTI</b></u> <u>2:30-3:00</u> Students will be reading various types of books including several non-fiction genre
<u><b>Math</b></u> <u>1:15-2:00</u> Pg 27-28. Students will be learning problem solving strategies Pract. & Enrich. 4.5 Promethean	<u><b>Poetry</b></u> <u>1:45-2:00</u> Oral reading and discuss. of explicit	<u><b>Recess</b></u> <u>2:00-2:15</u>	<u><b>Creat.Writ.</b></u> <u>Students</u> will be composing various	<u><b>RTI</b></u> <u>2:30-3:00</u> Students will be learning all about various ways

[illegible]

**Science/S.Studies**

**Weekly Reader/JA**

3:00-3:25

Science-pg.A8- A16

Students will be

learning about how  
we care for the land.

**Weekly Reader-**

We will be learning about  
nocturnal animals

**[Dismiss - 3:30](#)**

**Social Studies - Pg 1-10**

3:00-3:25

Students will learn

about rural areas

and natural resources.

**[Dismiss - 3:30](#)**

**Weekly Reader- 3:00-3:25**

Students will learn about  
what animals are  
awake after dark.

Use Promethean Board  
for learning about  
animal habitats and  
interactive flip charts.

**[Dismiss - 3:30](#)**

**Weekly Reader - 3:00-3:25**

Students will make  
posters in small groups  
depicting all kinds  
of life cycles.

We will find various  
life cycles on the  
Promethean Board

**[Dismiss - 3:30](#)**

**Weekly Reader-3:00-3:25**

Students will be learning  
about the life cycle of  
plants and various

animals. Students will work

**in groups to work together. The students will then share their findings to the class.**

**Dismiss - 3:30**